

Week 7--Unit 5: Lesson 22

This week we will finish discussing some major events during the Civil Rights Movement, as well as answer the questions: Where does that leave us today? How can we make a difference? We will use these topics to guide comprehension strategies such as comparing and contrasting and visualizing.

Day 1

Continue discussing segregation in schools using the following lesson plan:

http://www.educationworld.com/a_lesson/03/lp297-05.shtml

Use this lesson to introduce students to Melba Pattillo, one of the “Little Rock Nine” students.

Use this link to tell her story:

<http://teacher.scholastic.com/barrier/hwyf/mpbstory/index.htm>

After reading Melba Pattillo’s story, use the Compare and Contrast mini-lesson in CLLG page 82 to help students see the similarities and differences between Ruby Bridges and Melba Pattillo.

Assessment/Evaluation

After learning about these two women, have students pick one of the women and write a journal entry from their perspective describing the first day of school.

Day 2

Follow the following lesson plan on how one person can make a difference:

<http://www.teachpeacenow.org/oneperson.html>

Follow the questioning used throughout lesson to guide instruction.

If time permits, have students participate in collage activity.

Assessment/Evaluation

In their Reading Logs, have students create a Venn diagram and answer the following question:

How can you personally make a difference? In your family? In your friendships? In your school? In your community?

Day 3

For the remainder of the week, follow the “Defenders of Justice” lesson plan which can be accessed from the following link:

<http://www.tolerance.org/lesson/defenders-justice>

<http://www.biography.com/people/sojourner-truth-9511284>

- Sojourner Truth biography

<http://www.biography.com/people/abraham-lincoln-9382540>

- Abraham Lincoln biography

www.cals.org

- Bookflix: Abraham Lincoln, Rosa Parks, and Martin Luther King Jr.

The objective of this lesson is to research biographies of people who have contributed to the advancement of society, and examine how they, too, can make the world a more just place. As a culminating activity, students will display their findings in a “Defenders of Justice” mobile.

Tell students they will be investigating “defenders of justice” who fought against racism and helped make it possible for a black man to become President of the United States. Ask students what “justice” means to them. Write their responses on chart paper.

Click on the following link for the music and lyrics to “What Can One Little Person Do.”

<http://www.youtube.com/watch?v=uh0gAO09zOc>

Ask students to share what they already know about Harriet Tubman, Sojourner Truth, Rosa Parks, and Martin Luther King, Jr. focus on how these individuals advanced justice.

(If time is an issue, consider using some of the other people studied in this unit like Frederick Douglas.)

Break the class into 5 small groups—one each for Harriet Tubman, Sojourner Truth, Rosa Parks, Martin Luther King and Abraham Lincoln. Provide each group with pre-selected books and one copy of the cube handout:

http://www.tolerance.org/sites/default/files/documents/tt_defenders_of_justice_cube.pdf

Group members should review books together and then discuss how they should fill out the handout.

Assessment/Evaluation

Once the group agrees on the specifics, each student should complete their copy of the handout.

Day 4

Mix students up into new groups that are comprised of one representative for Harriet Tubman, Sojourner Truth, Rosa Parks, Martin Luther King and Abraham Lincoln. Representatives should teach each other about their assigned person.

As a whole class, discuss how the individuals studied were the same and different: “What was similar about the people you researched? Different? What surprised you? What characteristics did they have in common? What characteristics were different?”

one thing Obama has asked is that everyone in the country “do unto others as we would have them do unto us. Let us be our brother’s keeper... Let us be our sister’s keeper. Explain that children have a role to play in this too. Like Harriet

Tubman, Sojourner Truth, Rosa Parks, Martin Luther King and Abraham Lincoln, children can help create a more just world. One person—even “little ones”—can make a difference in someone else’s life.

Assessment/Evaluation

In their Reading Logs, have students have students write at least 3 ways in which they can make the world a better place.

Day 5

Review ideas discussed this week. Pass out another copy of the cube handout to each student. Ask students to choose one of the ways in which they can make the world a better place and complete their cube using this idea. They will need to describe the issue they want to address, specify how they will do so, identify people who can help, anticipate obstacles, and state their ultimate hope—all key ingredients for taking action.

Assessment/Evaluation

Students will complete their personal cubes, and combine them with the biography cubes to create “Defenders of Justice” mobiles in the classroom.